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AUTHOR Davey, Julie A.; Neil, Lois W.
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ABSTRACT

To communicate the writing instruction techniques they learned at the California Writing Project, 11 teachers organized a district writing resource team offering workshops and inservice sessions to other writing teachers in their district. Among the results of this subsequent Glendale Writing Project are a renewed enthusiasm and cooperation among teachers, a writing resource handbook of innovative writing ideas and lesson plans for both elementary and secondary level teachers, and a significant improvement in student writing, noticeable even at the college level, that has generated top honors in writing and composition. Test scores have improved as well. The key to the success of this writing project has been the "dedication" of the writing resource team and the teachers, administrators, and parents who supported and implemented the program. (The project's extensive scope and sequence continuum for sophomore, junior, and senior level composition is included.) (HTH)

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THIRD ANNUAL GOLDEN BELL AWARDS PROGRAM

THE WRITING PROJECT:

GRADES 7-12

By

Julie A. Davey
and
Lois W. Neil

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Glendale Unified School District
223 North Jackson Street
Glendale, California 91206
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CS 208041

WRITING PROJECT

of the

Glendale Unified School District

When the bell rang ending school at Glendale High School on Tuesday, September 21, and 2,000 students left campus, 16 teachers and staff assembled in the school's library to begin an additional eight hours of work with no extra pay in order to score 1,500 writing tests. Unrealistic? In these days of cutbacks in school funding and services, these teachers at Glendale High School are indicative of the spirit of cooperation that has swept the Glendale Unified School District as a result of their involvement in a district-wide Writing Project.

What is the Glendale Unified School District's Writing Project?

Since its inception in the early 1970's when the district became a charter member of the Los Angeles Basin Writing Council, the program under the direction of district administration and the English Curriculum Study Committee has adhered to the philosophy of improving the teaching of writing. By 1978, through in-services and workshops, the district was prepared for implementation of the state-mandated writing proficiency test as staff had been trained in the newest writing skills and in assessing student writing samples.

In 1981 the district won a $7500 Title IV C Adoption Grant to send six teachers to the University of California, Los Angeles/California Writing Project. Simultaneously, three additional teachers were selected to attend the CWP at California State University Northridge. (Subsequently, two other teachers were trained at the UCLA/CWP in 1982.)

With these 11 people, organized in a district Writing Resource Team,

the effects of the Glendale Writing Project "rippled" throughout the district, its schools, and the community. During 1981 and 1982 under the direction of Teacher Team Leader Jane Hancock these teachers provided in-services for 60 teachers, grades 4-12, conducted workshops for English-As-A-Second Language aides, for parent groups, for non-public school teachers, and for the Board of Education.

These workshops and seminars "spread the word" in forms of brown-bag lunch meetings, pot luck dinners, PTA in-services, central administration/full day seminars, and a Board of Education evening meeting. During 1981 and 1982, the entire community was aware of the continued and renewed emphasis on writing in the Glendale schools.

"We can honestly say that the ideas brought back from the California Writing Project spread throughout the district in just a year's time affecting students, teachers, administrators, and the community," says Dr. Donald Empey, Deputy Superintendent of Instruction. "Writing is a key word in Glendale now and our teachers are making this program work successfully," he adds.

What are the effects of the Writing Project on Glendale teachers?

Teachers who were close to being "burned-out" have become rededicated to teaching and to helping their students succeed. English teacher Dr. Shirley Dettlaff states, "The techniques and ideas of the CWP saved me from collapsing under the weight of the composition paper load."

Another result of the Project is The Writing Resource Handbook, a compilation of innovative writing ideas and lesson plans for teachers on both elementary and secondary levels. This book, compiled and edited by the Writing Resource Team, is to be distributed to schools, English department chairpersons, and teachers this year.

Teachers at Toll Junior High School have produced a videotape of writing lessons, have in-serviced teachers in Writing Across the Curriculum, meet regularly to share the newest of writing ideas, and travel to other schools for writing seminars. Toll's English teacher and the district's Team Leader Jane Hancock was named the Teacher of the Year by the Glendale Board of Education and recognized by the County of Los Angeles for her work in the Glendale Writing Project.

Articulation and curriculum development between junior and senior high schools is underway. During the summer of 1982, Dr. Shirley Dettlaff of Glendale High School working with a junior high school writing sub-committee, headed by Mrs. Joy Dryden, developed a junior high school writing continuum which supports the G.H.S. writing continuum which took form last year.

Elementary school teachers in 1982 at "Write-On" Workshops are working on coordinating their efforts with the secondary teachers to insure a sequential pattern of the teaching of writing.

Finally, a unique outcome of the program is the Writers' Breakfast Club. The club is unusual in that no dues are collected; however, the "price" of admission is a personal writing which is shared at the breakfast. The meetings are monthly and are held at 7:00 a.m. at a local restaurant.

At a recent presentation to the Board of Education, Mrs. Hancock summarized the Writing Project when she said, "When a pebble is tossed into a pond, ripples extend beyond the original point of impact. This project has far surpassed our expectations in its overall impact, and it continues to affect our students and teachers on a daily basis."

<u>What are the effects of the Writing Project on Glendale students</u>?

The biggest payoff came when those teachers who were trained in the

methods of the California Writing Project re-entered their classrooms with new approaches for teaching writing and those methods resulted in success stories for their students.

Students throughout the district routinely use "clustering and mapping" during pre-writing activities, and peer evaluation and editing are done throughout the writing process in the many English classes.

Results of the Writing Project are also noticed by the college level. According to Dr. Ruth Mitchell, Co-Director of the UCLA's Freshman Writing Program, "These teachers are to be commended for their hard work and I know they are already seeing the results in their classrooms. I am very pleased with the dedication of Glendale's teachers whose enthusiasm and concern for successful student writing is contagious."

In particular, Glendale students win top honors in writing and composition. This was the case when Hoover High School student Eric Spillman recently won first place at the California State Latin Convention. Also, Hoover and Glendale High Schools' newspapers routinely win first place honors in the Columbia Scholastic Newspaper Contest with Glendale High School winning the prized Medalist Award four out of the last six years.

However, most significantly, test scores on both the elementary and secondary levels have climbed markedly and proficiency scores show the impact of the Writing Project as well. Director of Secondary Curriculum James McGlashan states that a 99% success rate has been achieved in the writing proficiency portion of the state-mandated test.

In conclusion, when teachers voluntarily share ideas with other teachers, whether it be at "brown-bag" lunches or 7:00 a.m. breakfast meetings, or teachers take the time to present workshops and in-services and then translate those ideas into classroom teaching strategies, students "turn-on" to writing. "When Glendale High School teachers remain

at school until 10:15 p.m. without compensation to assess student writing papers so that specific writing remedies can be applied on a school-wide basis, students can't help but benefit," says Principal Samuel Harvey. "This was above and beyond the call of duty."

However, this is the key to the success of the Glendale's Writing Project -- it is the "above and beyond the call of duty" of the Teacher Resource Writing Team and all those teachers, administrators, and parents who support, listen, and implement the program which makes the Glendale Writing Project work.

APPENDIX

To show the diversity of schools represented and of teacher/administrator levels the Writing Resource Team is listed.

1. SANDRA BAYZ, teacher, Glendale High School
2. JUDITH CRAEMER, teacher, Hoover High School
3. SHIRLEY DETTLAFF, teacher, Glendale High School
4. MARJORIE DURDEN, teacher, Balboa Elementary School
5. JANE HANCOCK, team leader and teacher, Toll Junior High School
6. JOYCE HODGES, teacher, Roosevelt Junior High School
7. LOIS NEIL, assistant principal, Glendale High School
8. JULI PUGH-GRASSE, teacher, Toll Junior High School
9. JOANNE STARKEY, teacher, Balboa Elementary School
10. GLORIA STAUDENMEIR, teacher, Clark Junior High School
11. MARY LEE TIERNAN, teacher, Rosemont Junior High School

The Writing Resource Team is under the direction and supervision of Staff Development Coordinator Audrey Welch, Glendale Unified School District.

SOPHOMORE COMPOSITION SKILLS

PROCESS: Students at all levels should be taught and should practice the writing PROCESS.

A. Pre-writing (clustering and organizing)
B. Writing a rough draft
C. Peer evaluation (critical reading and editing)
D. Revising (adding, deleting, substituting, and rearranging)
E. Post-writing (teacher evaluation and student correction of errors)

SOPHOMORE FUNDAMENTALS	SOPHOMORE AVERAGE	SOPHOMORE ADVANCED	SOPHOMORE (GATE)
THOUGHT & DEVELOPMENT	THOUGHT & DEVELOPMENT	THOUGHT & DEVELOPMENT	THOUGHT & DEVELOPMENT
Teach writing on topic	Teach writing on topic	Teach writing on topic	Teach writing on topic
	Teach awareness of audience	Teach awareness of audience	Teach awareness of audience
	Teach appropriate style	Teach appropriate style	Teach appropriate style
	Teach consistent point of view	Teach consistent point of view	Teach consistent point of view
	Reteach appropriate title	Reteach appropriate title	Reteach appropriate title
Teach topic sentences	Teach topic sentences	Teach topic sentences	Teach topic sentences
Teach narrative paragraphs	Teach narrative paragraphs	Teach narrative paragraphs	Teach narrative paragraphs
Teach descriptive paragraphs	Teach descriptive paragraphs	Teach descriptive paragraphs	Teach descriptive paragraphs
Teach expository paragraph of opinion	Teach expository paragraph of opinion	Teach expository paragraph of opinion	Teach expository paragraph of opinion
		Teach expository paragraph - compare and contrast	Teach expository paragraph - compare and contrast
	Teach fact vs. opinion	Teach fact vs. opinion	Teach fact vs. opinion
		Teach thesis statement	Teach thesis statement
		Teach limiting thesis for three paragraph essay	Teach limiting thesis for three paragraph essay
ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION
Teach presence of topic sentence and conclusion sentence	Teach strong topic sentence and conclusion sentence	Teach strong topic sentence and conclusion sentence	Teach strong topic sentence and conclusion sentence
Teach order, time, space, or logical structure within paragraph	Teach clear time, space, logical structure within paragraphs	Teach clear, logical structure within paragraphs	Teach clear, logical structure within paragraphs
	Teach transitions within the paragraph	Teach transitions within the paragraph	Teach transitions within the paragraph
Teach basic outline for paragraph	Reteach outline for paragraph	Reteach outline for paragraph	Reteach outline for paragraph
		Teach outline for three paragraph essay	Teach outline for three paragraph essay
		Teach topic sentences that relate to thesis	Teach topic sentences that relate to thesis
		Teach transitions between paragraphs	Teach transitions between paragraphs

SOPHOMORE COMPOSITION SKILLS, cont.

SOPHOMORE FUNDAMENTALS	SOPHOMORE AVERAGE	SOPHOMORE ADVANCED	SOPHOMORE (GATE)
WORD CHOICE	WORD CHOICE	WORD CHOICE	WORD CHOICE
Teach general/specific words.	Teach general/specific words.	Teach general/specific words.	Teach general/specific words.
		Teach connotation, denotation.	Teach connotation, denotation.
		Teach basic use of figurative language.	Teach basic use of figurative language.
		Teach using active verbs.	Teach using active verbs.
SENTENCE STYLE	SENTENCE STYLE	SENTENCE STYLE	SENTENCE STYLE
		Teach variation of types and lengths.	Teach variation of types and lengths.
Teach varied beginnings.	Teach varied beginnings.	Teach varied beginnings.	Teach varied beginnings.
Teach writing compound elements (subjects and predicates).	Teach writing compound elements (subjects and predicates).		
Teach writing compound sentences.	Teach writing compound sentences.		
		Teach using subordination.	Teach using subordination.
TYPES & NUMBERS OF COMPS	TYPES & NUMBERS OF COMPS	TYPES & NUMBERS OF COMPS	TYPES & NUMBERS OF COMPS
At least EIGHT writing assignments for the year, corrected and graded. There should be about TWO each: descriptive, narrative, expository, and practical, with an emphasis on the practical (friendly and business letters, school and business forms).	At least EIGHT (ONE descriptive, ONE narrative, and SIX expository) compositions for the year, corrected and graded. At least SIX must be formal compositions with an outline, rough draft, and revisions.	At least EIGHT expository compositions for the year, corrected and graded. At least SIX must be formal compositions with an outline, rough draft, and revisions.	At least EIGHT expository compositions for the year, corrected and graded. At least SIX must be formal compositions with an outline, rough draft, and revisions. ONE of the above will be a short library paper, in which the student assembles data from at least three secondary sources; selects, quotes, and acknowledges correctly from these sources; and compiles a short bibliography.

SOPHOMORE GRAMMAR CONCEPTS

SOPHOMORE FUNDAMENTALS	SOPHOMORE AVERAGE	SOPHOMORE ADVANCED	SOPHOMORE (GATE)
Teach parts of speech	Teach parts of speech	Reteach parts of speech	Review parts of speech
Teach parts of a sentence: subject, verb, direct object, indirect object, predicate noun, predicate adjective (emphasis on correct pronoun usage)	Teach parts of a sentence: subject, verb, direct object, indirect object, predicate noun, predicate adjective	Reteach parts of a sentence	Review parts of a sentence
Teach prepositional phrase	Teach prepositional phrase	Teach phrases: prepositional, gerund, appositive, infinitive, and participal	Teach phrases: prepositional, gerund, appositive, infinitive, and participal
Teach four kinds of sentences and end marks	Teach appositive phrase	Teach clauses: adjective, adverbial, noun	Teach clauses: adjective, adverbial, noun
Teach compound sentence	Teach independent clauses, compound sentence	Teach all types of sentences: simple, compound, complex	Review types of sentences: simple, compound, complex
	Teach four kinds of sentences and end marks		

SOPHOMORE USAGE SKILLS

SOPHOMORE FUNDAMENTALS	SOPHOMORE AVERAGE	SOPHOMORE ADVANCED	SOPHOMORE (GATE)
Teach complete sentences	Teach complete sentences	Review complete sentences	
Teach spelling rules	Teach spelling rules		
Teach end marks			
Teach comma rules: series, interrupters, coordinated conjunction, conventional uses	Teach comma rules: conventional uses (see Warriner's), interrupters, introductory phrases, appositives series	Reteach all comma rules	Review all comma rules
	Teach semicolon in compound sentence	Teach semicolon in compound sentence	Reteach semicolon rules, Reteach colon rules
Teach quotation marks in dialogue	Teach quotation marks in dialogue	Teach quotation marks	Review quotation marks and underlining
Teach basic quotation marks and underlining in titles	Teach quotation marks and underlining in titles	Reteach underlining	
Teach apostrophe in possession and in contractions	Teach apostrophe in possession and in contractions	Teach the apostrophe	Review the apostrophe
		Teach the hyphen	Teach the hyphen
Teach agreement: subject/ verb, pronoun/antecedent	Teach agreement: subject/ verb, pronoun/antecedent	Teach agreement: subject/ verb, pronoun/antecedent	Review agreement: subject/verb pronoun/antecedent
Teach correct verb forms	Teach correct verb forms		
Teach past, present, future tenses and consistency of tenses in writing	Teach consistent verb tenses		
Teach case and number of pronouns	Teach case, person, and number of pronouns	Review case, person, and number of pronouns (as needed)	Review case, person and number of pronouns
Reteach capitalization	Reteach capitalization		
Teach avoidance of commonly misused words	Teach avoidance of commonly misused words		
			Teach pronoun reference
		Teach parallelism	Teach parallelism
		Teach correct use of modifiers (misplaced and dangling)	Teach correct use of modifiers (misplaced and dangling)

SOPHOMORE FUNDAMENTALS	SOPHOMORE AVERAGE	SOPHOMORE ADVANCED and GATE
		allegory
		analogy
	antagonist	antagonist
autobiography	autobiography	autobiography
biography	biography	biography
characterization	characterization	characterization
		cliche
conflict	conflict	conflict
		connotation
		denotation
		essay
fiction/non-fiction	figurative language	figurative language
		free verse
		genre
		gothic fiction
		imagery
		inference
	irony	irony
		local color
		lyric
	metaphor	metaphor
		meter
		mood
		motivation
	narrative	narrative
narrator	narrator	narrator
		paradox
	personification	personification
plot	plot	plot
	point of view	point of view
	protagonist	protagonist
rhyme	rhyme	rhyme
		satire
setting	setting	setting
	simile	simile
		stanza
	stereotype	stereotype
subject	subject	subject
	symbolism	symbolism
theme	theme	theme

SOPHOMORE FUNDAMENTALS

Basic Texts:

ACE 401: Anthology/ Novelette
ACE 401: Skills Book
ACE 402: Anthology/ Novelette
ACE 402: Skills Book
Houghton Mifflin Action Series:
Ventures
Reactions
Counterpoints
Scope 1
Scope 2
Building English Skills

Supplementary Texts:

Felsen, Street Rod
Hersey, Hiroshima

SOPHOMORE ENGLISH (Regular)

Basic Texts:

Warriner's Grammar & Comp, Fourth Ed.
Adventures in Appreciation Laureate Ed.
Adventures in Appreciation Laureate Ed. Short Stories

Supplementary Texts:

Saroyan, The Human Comedy
Steinbeck, The Pearl
Dickens, A Tale of Two Cities
Lee, To Kill a Mockingbird
Shakespeare, Romeo & Juliet

SOPHOMORE ADV.

Basic Texts:

Warriner's Grammar & Comp. Fourth Ed.
Adventures in Appreciation Laureate Ed.
Adventures in Appreciation Laureate Ed. Short Stories

Supplementary Texts:

Saroyan, The Human Comedy
Steinbeck, The Pearl
Eliot, Silas Marner
Lee, To Kill A Mockingbird
Shakespeare, Romeo & Juliet Westside Story
Shakespeare, The Merchant of Venice
Poetry II
Shafer, Shane

SOPHOMORE (GATE)

Basic Texts:

Warriner's Grammar & Comp., 4th Ed.
Adventures in Appreciation, Laureate Ed.
INSIGHT: The Experience of Literature.

Supplementary Texts

Miller, Man in Literature
Lee, To Kill a Mockingbird

JUNIOR COMPOSITION SKILLS

PROCESS: Students at all levels should be taught and should practice the writing PROCESS.

A. Pre-writing (clustering and organizing)
B. Writing a rough draft
C. Peer evaluation (critical reading and editing)
D. Revising (adding, deleting, substituting, and rearranging)
E. Post-writing (teacher evaluation and student correction of errors)

JUNIOR FUNDAMENTALS	JUNIOR LITERATURE/COMPOSITION	AMERICAN LITERATURE/COMPOSITION	AMERICAN (GATE)
THOUGHT & DEVELOPMENT	**THOUGHT & DEVELOPMENT**	**THOUGHT & DEVELOPMENT**	**THOUGHT & DEVELOPMENT**
Teach writing on topic.	Teach writing on topic.	Review writing on topic.	Review writing on topic.
Teach awareness of audience.	Teach awareness of audience.	Reteach awareness of audience.	Reteach awareness of audience.
Teach appropriate style.	Teach appropriate style.	Reteach appropriate style.	Review appropriate style.
Teach consistent point of view.	Teach consistent point of view.	Review consistent point of view.	Review consistent point of view.
Teach appropriate title.	Teach appropriate title.	Review appropriate title.	Review appropriate title.
Teach topic sentences, based on ladder of abstraction.	Teach topic sentences, based on ladder of abstraction.	Reteach topic sentences, based on ladder of abstraction.	Review topic sentences.
			Teach quoting prose and poetry.
Teach narrative paragraphs.	Reteach narrative paragraphs.		
Teach descriptive paragraphs.	Reteach descriptive paragraphs.		
Teach expository paragraphs using examples/details.	Reteach expository paragraphs using examples/details/reasons.	Reteach expository paragraphs using examples/details.	Review expository compositions using examples/details.
	Teach expository paragraphs comparing/contrasting.	Reteach expository paragraphs comparing/contrasting.	Review expository compositions comparing/contrasting.
		Reteach expository paragraphs developed by reasons.	
			Review fact versus inference
Teach fact versus opinion.	Teach fact versus opinion.	Reteach fact versus opinion.	
	Teach thesis statement.	Reteach thesis statement.	Review thesis statement.
	Teach limiting thesis for the three paragraph essay.	Teach limiting thesis for the five paragraph essay.	Teach limiting thesis for the five paragraph essay.
ORGANIZATION	**ORGANIZATION**	**ORGANIZATION**	**ORGANIZATION**
Teach strong beginning and ending sentences.	Reteach strong beginning and ending sentences.	Review strong beginning and ending sentences.	Review strong beginning and ending sentences.
Teach clear time, space, or logical structure within the paragraph.	Teach clear time, space, or logical structure within the paragraph.	Reteach clear, logical structure within the paragraph.	Reteach clear, logical structure within the paragraph.
Teach transitions within the paragraph.	Reteach transitions within the paragraph.	Review transitions within the paragraph.	Review transitions within the paragraph.

JUNIOR COMPOSITION SKILLS, cont.

JUNIOR FUNDAMENTALS	JUNIOR LITERATURE/COMPOSITION	AMERICAN LITERATURE/COMPOSITION	AMERICAN (GATE)
ORGANIZATION (continued)	ORGANIZATION (continued)	ORGANIZATION (continued)	ORGANIZATION (continued)
Teach outline.	Teach outline for entire essay.	Reteach outline for five paragraph essay.	Review outline for five paragraph essay.
	Teach topic sentences that relate to the thesis.	Teach topic sentences that relate to the thesis.	Reteach topic sentences that relate to the thesis.
	Teach transitions between paragraphs.	Reteach transitions between paragraphs.	Review transitions between paragraphs.
			Teach introductory and concluding paragraphs.
WORD CHOICE	WORD CHOICE	WORD CHOICE	WORD CHOICE
Teach general/specific words.	Teach general/specific words.	Reteach general/specific words.	
			Review using concrete words.
		Reteach connotation/denotation.	Reteach connotation/denotation.
	Teach basic use of figurative language.	Reteach use of figurative language.	Reteach use of figurative language.
		Teach varied and cliche-free vocabulary.	Teach varied and cliche-free vocabulary.
		Teach using active verbs.	Teach using active verbs.
Teach avoiding linking verbs.	Teach avoiding linking verbs.		
SENTENCE STYLE	SENTENCE STYLE	SENTENCE STYLE	SENTENCE STYLE
		Teach writing smooth, direct, forceful sentences (as needed).	Teach writing smooth, direct, forceful sentences (as needed).
	Teach variation of types and lengths.	Reteach variation of types and lengths.	Reteach variation of types and lengths.
Teach varied beginnings.	Reteach varied beginnings.	Reteach varied beginnings.	Review varied beginnings.
	Reteach using coordination.		
		Reteach using subordination.	Review using subordination.
Teach writing compound elements (subjects and predicates).			
Teach writing compound sentences.			
TYPES & NUMBER OF COMPS	TYPES & NUMBER OF COMPS	TYPES & NUMBER OF COMPS	TYPES & NUMBER OF COMPS
At least EIGHT writing assignments for the year, corrected and graded. There should be about TWO each: descriptive, narrative, expository, and practical, with an emphasis on the practical (friendly & business letters, school and business forms).	At least EIGHT (ONE descriptive, ONE narrative, and SIX expository) compostions for the year, corrected and graded. At least SIX must be formal compositions with an outline, rough draft, and revisions.	At least EIGHT expository compositions for the year, corrected and graded. At least SIX must be formal compositions with an outline, rough draft, and revisions. ONE of the above will be a short library paper, in which the student assembles data from at least three secondary sources; selects, quotes, and acknowledges correctly from these sources; and compiles a short bibliography.	At least EIGHT expository compositions for the year, corrected and graded. At least SIX must be formal compositions with an outline, rough draft, and revisions. TWO of the above will be a short library paper, in which the student assembles data from at least three secondary sources; selects, quotes, and acknowledges correctly from these sources; and compiles a short bibliography.

JUNIOR GRAMMAR CONCEPTS

JUNIOR FUNDAMENTALS	JUNIOR LITERATURE/COMPOSITION	AMERICAN LITERATURE/COMPOSITION	AMERICAN LITERATURE/GATE
Reteach parts of speech	Reteach parts of speech		
Reteach parts of a sentence	Reteach parts of a sentence		
Reteach prepositional phrases	Reteach prepositional phrases Reteach appositive phrases Teach participal phrases Teach gerund phrases Teach infinitive phrases	Reteach phrases (all five)	Review phrases (all five)
Reteach four kinds of sentences and end marks	Teach clauses: adverb, adjective, noun	Reteach clauses (all three)	Review clauses (all three)
Reteach compound sentences	Teach types of sentences: simple, compound, complex	Reteach types of sentences: simple, compound, complex, compound-complex	Review types of sentences (all four)

JUNIOR USAGE SKILLS

JUNIOR FUNDAMENTALS	JUNIOR LITERATURE/COMPOSITION	AMERICAN LITERATURE/COMPOSITION	AMERICAN LITERATURE (GATE)
Reteach complete sentence (RO & Frag)	Teach complete sentence	Review complete sentence	
Reteach spelling	Teach spelling rules		
Reteach end marks			
Reteach comma rules: series, coordinated conjunction, interrupters, conventional uses	Teach comma rules	Reteach all comma rules	Reteach comma rules (all five and fine points)
Teach comma rules after intro. modifiers			
Teach semicolon rule (subject/verb; subject/verb)	Reteach semicolon in compound sentence	Teach all four semicolon rules	Teach all four semicolon rules
Teach major colon rules		Teach colon rules	Teach colon rules
	Teach underlining	Review underlining	Review underlining
Reteach apostrophe	Teach apostrophe	Review apostrophe as needed	
Reteach quotation marks in dialogue	Teach quotation marks	Review quotation marks	Review quotation marks
Reteach quote marks and underlining in titles			
		Teach the dash	Teach uses of the dash and parenthesis
		Teach the hyphen	Review the hyphen
Teach agreement: subject/verb, pronoun/antecedent	Teach agreement (both types)	Review agreement as needed	
	Teach avoidance of commonly misused words		
		Review usage points as needed	
Reteach correct verb forms	Reteach correct verb forms		
Reteach consistency of verb tense	Reteach consistency of verb tense		
Reteach case, person, and numbers of pronouns	Reteach case, person, and numbers of pronouns		
Reteach capitalization			
Teach basic parallelism	Teach parallelism	Reteach parallelism	Reteach parallelism
			Review variety of sentence types and beginnings
Reteach avoidance of commonly misused words			
		Teach pronoun reference	Reteach pronoun reference
		Reteach correct use of modifiers (no misplaced or dangling)	Reteach correct use of modifiers (no misplaced or dangling)

LITERARY TERMS

JUNIOR FUNDAMENTALS	JUNIOR LITERATURE / COMPOSITION	AMERICAN LITERATURE / COMPOSITION
		allegory
		alliteration
	allusion	allusion
	analogy	analogy
	antagonist	antagonist
		atmosphere
autobiography	autobiography	autobiography
biography	biography	biography
characterization	characterization	characterization
		classicism
	cliche	cliche
conflict	conflict	conflict
	connotation	connotation
	denotation	denotation
	diction	diction
fiction (non-fiction)		essay
	figurative language	figurative languahe
		metrical foot
		free verse
	genre	genre
		gothic fiction
		iamb
image	image	image
	imagery	imagery
inference	inference	inference
	irony of situation	irony of situation & verbal irony
		local colcr
		lyric
metaphor	metaphor	metaphor
		meter
	mood	mood
		motif
		motivation
	narrative	narrative
narrator	narrator	narrator
		naturalism
		onomatopoeia
		paradox
		pentameter
	persona (voice)	persona
	personification	personification
plot	plot	plot

OVER---

JUNIOR FUNDAMENTALS	JUNIOR LITERATURE / COMPOSITION	AMERICAN LITERATURE / COMPOSITION
	point of view	point of view
	protagonist	protagonist
		puritanism
		realism
		refrain
rhyme	rhyme	rhyme
		rhyme scheme
		rhythm
		romanticism
		sarcasm
		satire
		scansion
setting	setting	setting
simile	simile	simile
	stanza	stanza
stereotype	stereotype	stereotype
	style	style
subject or topic (cf. theme)	subject	subject
symbolism	symbolism	symbolism
theme	theme	theme
	tone	tone
		tragedy
		verse

SENIOR COMPOSITION SKILLS

PROCESS: Students at all levels should be taught and should practice the writing PROCESS.

A. Pre-writing (clustering and organizing)
B. Writing a rough draft
C. Peer evaluation (critical reading and editing)
D. Revising (adding, deleting, substituting, and rearranging)
E. Post-writing (teacher evaluation and student correction of errors)

SENIOR FUNDAMENTALS

THOUGHT AND DEVELOPMENT

Teach writing on topic.
Teach awareness of audience.
Teach appropriate style.
Teach consistent point of view.
Teach appropriate title.
Teach topic sentence.
Teach narrative paragraphs.
Teach descriptive paragraphs.
Teach expository paragraphs using examples/facts.
Teach fact vs. inference.
Teach thesis statement: divided and supported.
Teach limiting the thesis for the three-paragraph essay.

ORGANIZATION

Teach strong beginning and ending sentences.
Teach clear time, space, or logical structure within the paragraph.
Teach transitions within the paragraph.

SENIOR ENGLISH

THOUGHT AND DEVELOPMENT

Teach writing on topic.
Reteach awareness of audience.
Reteach appropriate style.
Reteach consistent point of view.
Reteach appropriate title.
Reteach topic sentence.
Reteach narrative paragraphs.
Reteach descriptive paragraphs.
Reteach expository paragraphs using examples/facts/reasons.
Reteach expository paragraphs, comparing and contrasting.
Reteach fact vs. inference.
Reteach thesis statement: divided and supported.
Reteach limiting the thesis for the three-paragraph essay.

ORGANIZATION

Teach strong beginning and ending sentences.
Teach time, space, or logical structure within the paragraph.
Teach transitions within the paragraph.

MODERN LITERATURE AND COMPOSITION

THOUGHT AND DEVELOPMENT

Teach writing on topic.
Reteach awareness of audience.
Reteach appropriate style.
Review consistent point of view.
Review appropriate title.
Reteach topic sentence.
Reteach expository paragraphs using examples/facts/reasons.
Reteach expository paragraphs, comparing and contrasting.
Reteach fact vs. inference.
Reteach the thesis statement: divided and supported.
Teach limiting the thesis for the five-paragraph essay.

ORGANIZATION

Reteach strong beginning and ending sentences.
Reteach clear logical structure within the paragraph.
Reteach transitions within the paragraph.

ENGLISH LITERATURE AND COMPOSITION

THOUGHT AND DEVELOPMENT

Teach writing on topic.
Review awareness of audience.
Review appropriate style.
Review consistent point of view.
Review appropriate title.
Review topic sentence.
Review expository compositions using examples/facts/reasons.
Reteach quoting prose and poetry.
Review expository compositions, comparing and contrasting.
Review fact vs. inference.
Review, refine, and expand thesis statement, divided and supported.

ORGANIZATION

Reteach strong begining and ending.
Teach thinking skills appropriate for advanced topics.
Review logical structure within the paragraph and composition.
Review transitions within the paragraph.

SENIOR FUNDAMENTALS	SENIOR ENGLISH	MODERN LIT/COMP.	ENGLISH LIT/COMP.
ORGANIZATION, cont.	ORGANIZATION, cont.	ORGANIZATION, cont.	ORGANIZATION, cont.
Teach outline. Teach topic sentences related to the thesis.	Teach outlining the three-paragraph essay. Teach topic sentences that relate to the thesis. Teach transitions between paragraphs.	Reteach the outline for the five-paragraph essay. Reteach topic sentences that relate to the thesis. Reteach transitions between paragraphs.	Review outline for the five-paragraph essay. Review topic sentences that relate to the thesis. Review transitions between paragraphs. Teach introductory and concluding paragraphs.
WORD CHOICE	WORD CHOICE	WORD CHOICE	WORD CHOICE
Teach general/specific words. Teach avoiding linking verbs.	Teach general/specific words. Reteach basic use of figurative language. Reteach avoiding linking verbs.	Teach general/specific words. Reteach connotation/denotation. Reteach use of figurativelanguage. Teach varied and cliche-free vocabulary. Teach using active verbs.	Review general/specific words. Reteach connotation/denotation. Review use of figurative language. Reteach varied and cliche-free vocabulary. Reteach using active verbs.
SENTENCE STYLE	SENTENCE STYLE	SENTENCE STYLE	SENTENCE STYLE
Teach writing smooth, direct sentences. Teach varied beginnings. Teach compounding sentences.	Teach writing smooth, direct sentences. Teach varying types and lengths of sentences. Reteach varied beginnings. Reteach compounding. Teach subordinating.	Reteach writing smooth, direct sentences. Reteach varying types and lengths of sentences. Reteach varied beginnings. Reteach using subordination.	Reteach writing smooth, direct sentences. Reteach varying types and lengths of sentences. Review varied beginnings. Reteach using subordination.
TYPES & NUMBERS OF COMPS	TYPES & NUMBERS OF COMPS	TYPES & NUMBERS OF COMPS	TYPES AND NUMBERS OF COMPS
At least EIGHT writing assignments for the year, corrected and graded. There should be about TWO each, descriptive, narrative, expository, and practical, with an emphasis on the practical (friendly and business letters, school and business forms.)	Write at least EIGHT expository compositions or EIGHT (ONE descriptive, ONE narrative, and SIX expository) compositions for the year, corrected and graded. At least SIX must be formal compositions with an outline, rough draft, and revisions.	Write at least EIGHT expository compositions for the year, corrected and graded. At least SIX must be formal compositions with an outline, rough draft, and revisions. ONE of the above will be a short library paper, in which the student assembles data from at least three secondary sources; selects, quotes, and acknowledges correctly from these sources; and compiles a short bibliography.	Same as for Modern Literature, including the short library paper.

SENIOR USAGE SKILLS

SENIOR FUNDAMENTALS	SENIOR ENGLISH	MODERN LITERATURE	ENGLISH LITERATURE
Review complete sentence (RO & Frag)	Review complete sentence	Review complete sentence	(Prerequisite: Passing grade on usage and grammar)
Review spelling demons	Review spelling rules		
Review end marks			
Review comma rules: series, coordinated conjunction, after intro. modifiers, interrupters, conventional uses	Reteach comma rules	Reteach all comma rules	Review comma rules (all five and fine points)
Reteach quotation marks in dialogue	Reteach quotation marks	Review quotation marks	Review quotation marks
Reteach basic quotation marks in titles			
		Teach the dash	Teach use of dash and parentheses
		Teach hyphen	Reteach hyphen
Review apostrophe	Teach apostrophe	Review apostrophe	
	Teach underlining	Review underlining	Review underlining
Reteach major colon rules	Teach major colon rules	Reteach colon rules	Reteach colon rules
Reteach semicolon rule (subject/verb, subject/verb)	Teach semicolon rule	Reteach all four semicolon rules	Reteach all four semicolon rules
Review agreement: subject/verb, pronoun/antecedent	Teach agreement (both types)	Review agreement as needed	
Review correct new forms	Review commonly misused words	Review usage points as needed	
Review consistency of verb tense	Review correct verb forms, review consistency of verb tense		
Review pronoun case forms	Review case, person, and number of pronouns		
Review capitalization			
Reteach parallelism	Reteach parallelism	Review parallelism	Review parallelism
			Review variety-sentence types and beginnings
Review avoidance of commonly misused words			
	Teach pronoun reference	Teach pronoun reference	Review pronoun reference
		Teach correct use of modifiers (no misplaced or dangling)	Review correct use of modifiers (no misplaced or dangling)

SENIOR GRAMMAR CONCEPTS

SENIOR FUNDAMENTALS	SENIOR AVERAGE	MODERN LITERATURE	ENGLISH LITERATURE/COMP
		Diagnostic test: grammar, usage, writing	Diagnostic test: grammar, usage, writing
Review parts of speech	Review parts of speech	Review parts of speech	
Review parts of sentence	Reteach parts of sentence	Review parts of sentence	
Review prepositional phrase	Review prepositional and appositive phrases	Review phrases: prepositional, participal, gerund, infinitive, appositive	
Review four kinds of sentences and end marks	Reteach participal, gerund, infinitive phrases	Review clauses: adverb, adjective, noun	
Review compound sentences	Reteach clauses: adverb, adjective		
	Teach noun clause		
	Reteach types of sentences	Reteach types of sentences: simple, compound, complex	

L I T E R A R Y T E R M S

SENIOR FUNDAMENTALS	SENIOR ENGLISH	MODERN LITERATURE/ENGLISH LITERATURE
		allegory
		alliteration
	allusion	allusion
	analogy	anology
	antagonist	antagonist
	atmosphere	atmosphere
autobiography	autobiography	autobiography
biography	biography	biography
characterization	characterization	characterization
cliche	cliche	cliche
	climax	climax
	comedy	comedy
conflict	conflict	conflict
	connotation	connotation
	denotation	denotation
		denouement
dialogue	dialogue	dialogue
diction	diction	diction
	dramatic conventions	dramatic convertions
essay	essay	essay
	exposition (of plot)	exposition (of plot)
	figurative language	figurative language
	flashback	flashback
		foil
		foot (poetic)
		foreshadowing
		free verse
	genre	genre
		gothic fiction
		iamb
	image	image
	imagery	imagery
inference	inference	inference
	irony	irony
		lyric
	metaphor	metaphor
		meter
	mood	mood

SENIOR FUNDAMENTALS	SENIOR ENGLISH	MODERN LITERATURE/ENGLISH LITERATURE
		motif
		motivation
	myth	myth
narrative	narrative	narrative
narrator	narrator	narrator
		naturalism
		onomatopoeia
		parable
		paradox
		pentameter
	personification	personification
plot	plot	plot
	point of view	point of view
	protagonist	protagonist
	proverb	proverb
		realism
	rhyme	rhyme
		rhyme scheme
		rhythm
		rising action
		romanticism
	satire	satire
setting	setting	setting
	simile	simile
		soliloquy
	stanza	stanza
stereotype	stereotype	stereotype
style	style	style
subject/theme (cf. theme)	subject	subject
symbolism	symbolism	symbolism
		tall tale
theme	theme	theme
	tone	tone
		tragedy
		verse

SENIOR FUNDAMENTALS

Basic Texts:

Supplementary Texts:

Richter, The Light in the Forest
Felsen, Hot Rod

SENIOR ENGLISH

Basic Texts:

Warriner's Complete Course (Red)
Adventures in Modern Literature Mercury Ed.

Supplementary Texts:

Burgess, Who Walk Alone
Trumbull, The Raft
Bouille, Planet of the Apes
Hemingway, The Old Man and the Sea
Hilton, Lost Horizon
Parks, The Learning Tree
Bradbury, The Martian Chronicles
Voices of Man:
The Blue Guitar
Like It Is
A Man of His Own
A Place to Be
As I Grew Older
Face to Face
Homecoming
This Is Just to Say
Let Us Be Men
I Have a Dream
The Drinking Gourd
The Eyes of Love
Brady et al. Sports Literature

MODERN LITERATURE

Basic Texts:

Warriner's Complete Course (White)

Supplementary Texts:

Michener, Bridges at Toko-ri
McCullers, Member of the Wedding
Knowles, A Separate Peace
Hesse, Siddhartha
Faulkner, As I Lay Dying
Bellow, Seize the Day
Hemingway, The Sun Also Rises
Remarque, All Quiet on the Western Front
Paton, Cry, the Beloved Country
Four Complete World Novels. Globe
Wright, Native Son
Ibsen, A Doll's House
Miller, All My Sons
Wilder, The Bridge at San Luis Rey
Du Maurier, Rebecca

ENGLISH LITERATURE

Basic Texts:

Warriner's Complete Course (White)
Adventures in English Literature. Laureate Ed.

Supplementary Texts:

Christensen Rhetoric Program
Advanced Composition: A Book of Models for Writing
Marlowe, Dr. Faustus
Shelley, Frankenstein
Barnet, Genius of the English Theater
Hamilton, The Greek Way to Western Civilization
Swift, Gulliver's Travels
Shakespeare, Macbeth
Shakespeare, Hamlet and Other Tragedies
Dickens, Hard Times
Conrad, The Heart of Darkness & The Secret Sharer
Wilde, The Importance of Being Earnest
Living Masterpieces of Literature: Four Vols.
Conrad, Lord Jim
Hamilton, Mythology
Bunyan, The Pilgrim's Progress
Greene, The Power & Glory
Austen, Pride & Prejudice
Hardy, The Return of the Native
Bronte, Wuthering Heights